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| Year 10/11 | Strand: Shape | Element: Similarity | Teacher: ZAF |

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| **Title** | | Sequences | | | |
| **Hours** | | 1 to 2 lessons | | | |
| **Aims** | | See the learning journey statements at the bottom of this form | | | |
| **Pedagogy** | | * Problem Solving/ MAP Concept lesson/ Assessment/ Standards Unit/ CAME/ Investigation/**GCSE revision** * (Underline/highlight the pedagogy) | | | |
| **Activity**  **(details)** | | **Part 1 – trying the exam question**  They can have a go at the question in any way they want and they can use a calculator.  When they have had a go get them to explain their methods.  Ask them about the advantages and disadvantages for each method.  **Part 2 – Making up some questions**  There are many other questions an examiner might ask. Ask learners to suggest some of these and write them in their books or on the sheet if you have one. In doing this, they should not change the diagrams in any way, but simply ask new questions about the existing diagrams.  **Part 3 – try the made up questions**  Ask learners to choose one of these questions that they think they can answer and encourage them to work on it in pairs. Learners may like to compare their different ideas by writing them on the board.  **Part 4 – Developing this further**  Using one of the template questions learners should then work in pairs or threes and write new questions together with solutions (on the back of the sheet). Encourage learners to ask questions that they consider challenging but that are within their capabilities. The new questions should be passed around the groups to be answered by other learners. Where learners have difficulties in answering questions, the question writers should explain what they intended and act as a teacher, helping each other to answer the questions. Alternatively, some of the new questions may be photocopied for future sessions or for homework  There is an extra GCSE question involving Volumes at the end of the PowerPoint, this could be used to finish off a lesson or assess their understanding or for HW. | | | |
| **YEAR 10/11** | | **These statements come from the learning journey** | | | |
| **A\*** | | * Solve related problems involving, for example, capacity, using area and volume scale factors | | | |
| **A** | | * Solve practical problems using similar triangles * Solve problems using area and volume scale factors | | | |
| **B** | | * Know the conditions to show that two triangles are congruent * Set up equations to find missing sides in similar triangles | | | |
| **C** | | * Work out unknown sides of shapes using scale factors and ratios * Know why two shapes are similar | | | |
| Reflections/comments – Please include details of: | | | | | |
| Date | Teacher | | Class | How you adapted the lesson | www/ebi |
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